

STUDENT OBJECTIVES

- Understand that dialogue is a conversation between characters
- Punctuate dialogue correctly, including paragraph breaks

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 493
- **Practice Worksheets**, Levels A and B, pp. 495–498
- **Reteaching Worksheet**, p. 499

You will also need:

- Transparency: **Teaching Model**, from “A Time for Learning”

Teach

- 1. Dialogue:** Distribute the **Lesson Summary**. Preview the **Academic Vocabulary**, stressing that **dialogue** is conversation between characters. Then write on the board:

Mom, he was wandering near the highway.” Liam, we can’t have another dog. And you can’t keep bringing home every animal you feel sorry for.”

- Discuss what readers can learn about the characters and story events from this dialogue. (*A mother and son are arguing about adopting and caring for a stray dog. Liam, the son, is impulsive but caring. He wants to be responsible, but takes on more than he can. The mother tries to set limits.*)
- Point out the punctuation marks and paragraph indentations that help make the dialogue clear.

- 2. Writing Dialogue:** Use the **Lesson Summary** to review the five rules of writing dialogue.

- **Enclose a speaker’s exact words in quotation marks:** Note that Mr. Sands’s remark and both parts of Claude’s remark are enclosed in quotation marks.
- **Use a capital letter to begin:** Even though “Not in a million years.” is a fragment, it begins with a capital letter, because it begins a speaker’s words.
- **Use commas to set off *he said, she said, etc.*:** Point out that these explanatory words can fall anywhere in a sentence—beginning, middle, or end.
- **Always place a period, or ending punctuation, inside quotation marks.** If the quotation is a question or an exclamation, place the question mark or exclamation point inside the closing quotation marks.
- **Show speaker changes:** Go over the “Example Dialogue,” stressing paragraphing and quotation marks. Write on the board: *Then to Droopy he said stay away from skunks!* Ask: If, in the passage, this is Claude’s next remark, how should the dialogue be punctuated? (*comma after said; capitalize sin stay; quotation marks around “Stay away from skunks!”; no new paragraph break or indent.*)

- 3. Guided Practice:** Have a volunteer read aloud the transparency **Teaching Model**. Then have students refer to the passage as you highlight aspects of West’s dialogue.

Punctuation:

- **marks and breaks:** Have student volunteers, circle or highlight each quoted remark and identify the speaker, and the marks that signal this information.
- **8th paragraph:** The quotation’s second part is capitalized *only* because it begins a new sentence. Note that both parts of the paragraph are complete sentences. Cover one sentence, then the other, and have students identify the subjects and verbs. (*Emmet / said; You / spell*) Compare this punctuation with the sixth paragraph.
- **6th paragraph:** Ask: If a period followed “*he said,*” what would change? (*capitalize “nor”*)

Characters and Story Events:

- **5th paragraph:** Ask: What prompts Emmett’s question? (*Oral’s remark about his name*) What does this dialogue show about Emmett? (*Sample: He has a teasing sense of humor.*)
- **8th paragraph:** Ask: What does Oral’s dialogue in this passage say about his character? (*Sample: He can be standoffish.*)

QUICK CHECK. Write the dialogue on the board, explaining that it contains incorrect punctuation and format. Have students rewrite the dialogue with proper conventions.

Do you have the time asked the worried man. Ms. LeFon looked at him and said “yes, I suppose so”.

“Do you have the time?” asked the worried man. Ms. LeFon looked at him and said, “Yes, I suppose so.”

Practice and Apply

Practice activities for writing dialogue appear on pp. 495–498.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. d 2. c 3. d 4. c 5. a

Sample Answers: Practice Worksheet B

1. “*I heard Max’s mother never leaves the house,*” Cherry whispered to Rosa.
“*Why?*” Rosa asked, excited by the secret.
“*I don’t know, but don’t tell anyone,*” Cherry said. “*It would really hurt Max.*”
2. “*Dad, please can I have a hamster?*” Felix begged.
“*No, it’s not a good idea,*” said his dad. “*You got bored with your gerbil, remember?*”
“*Dad, I’ll take really good care of it, I promise.*”
3. “*This is the way out,*” said Mahjoub, Anne’s ten-year-old guide, pointing to the dim alley.
“*No!*” Anne said, feeling afraid. “*I’m not getting lost in Morocco.*”
“*No, no,*” Mahjoub assured her, “*it’s OK!*”

WRITING DIALOGUE, CONTINUED

The jet roared over them, shaking the tomatoes in the patch. “It’s gonna crash in the fields!” Nick shouted. They watched as the plane crashlanded in the nearby soy field and the pilot got out safely. “Oh, thank heaven!” Grandma said, with great relief.

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer at least four items correctly.
- **Practice Worksheet B:** Student dialogues should demonstrate proper form, including quotations and explanatory words that impart the conversation’s key information.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the dialogue in the annotated **Teaching Model** and relate each example to its rule. Brainstorm one or two new examples with students. Then have them complete the **Reteaching Worksheet**, p. 499.

Answer Key: Reteaching Worksheet

1. *a; In first paragraph, move close-quotation marks back to end of direct quotation.*
2. *d; Start new paragraph for mother’s dialogue and for Kendra’s response.*
3. *c; In second paragraph, capitalize he.*
4. *b; In second paragraph, put exclamation point inside quotation marks.*
5. *b; In second paragraph, add comma before closing quotation mark.*